DOCUMENT RESUME

ED 385 002 EA 026 905

TITLE	Student, Teacher, and School Performance 1995. Tenth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee.
INSTITUTION	Tennessee State Board of Education, Nashville.
PUB DATE	Feb 95
NOTE	40p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Attendance; Dropout Rate; *Educational Objectives; Elementary Secondary Education; Outcomes of Education; *Performance; Professional Development; *State Norms; *State Standards; Student Evaluation; Student Promotion; Test Norms
IDENTIFIERS	*Tennessee

ABSTRACT

This report describes the performance goals established for Tennessee school systems in accordance with the Education Improvement Act (EIA) adopted in 1992. The report also describes the initiatives undertaken to assist school systems in achieving those goals. Prepared by the State Board of Education and the Commissioner of Education, this report for 1993-94 also summarizes the results of various measures of student, teacher, and school performance. The state's four performance goals target academic gain, student promotion, dropout reduction, and attendance. In general, performance results showed steady improvement over prior years. Some of the outcomes include: (1) state scores on the Tennessee Comprehensive Assessment Program (TCAP) for students in grades 2-8 and 10 were above the median national percentiles on 98 percent of the subtests in reading, language, math, science, and social studies; (2) cumulative gains for Tennessee students were above national gains in reading and language, but below national gains in math, science, and social studies; (3) attendance rates in 1993-94 in grades K-6 was 95.02%, exceeding the 95% goal for the year 2000; for grades 7-12 the 1993-94 attendance rate was 0.2% higher than 1992-93; (4) the promotion rate for grades K-8 improved, while the dropout rate declined; (5) participation in the Advanced Placement program increased; (6) average Tennessee composite ACT scores were very slightly lower (20.2) than the national average (20.8); (7) average Tennessee Scholastic Aptitude Test (SAT) scores continued to exceed national averages; (8) teacher education reform was initiated in colleges and universities; and (9) 95 percent of eligible teachers participated in the Career Ladder program. Fourteen tables are included. Appendices contain statistical data, a summary of student attitudes toward school, and a list of waivers and permits by area (1987, 1990-94). (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

STUDENT, TEACHER AND SCHOOL PERFORMANCE

1995

ED 385 002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. B. Poulton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State Board of Education
Commissioner of Education

BEST COPY AVAILABLE

EA 026 905

STUDENT, TEACHER AND SCHOOL PERFORMANCE

1995

Tenth Annual Report

Submitted to the Governor and
the General Assembly
of
the State of Tennessee

State Board of Education
Commissioner of Education
February 1995

THE EXECUTIVE SUMMARY

This report sets forth the performance goals established for Tennessee school systems in accordance with the *Education Improvement Act (EIA)* adopted in 1992 and describes the initiatives undertaken to assist school systems in achieving those goals. Prepared by the State Board of Education and the Commissioner of Education in accordance with the *Public Education Governance Reform Act of 1984*, this annual report also summarizes the results of various measures of student, teacher and school performance.

Accomplishments since the adoption of the *EIA* are especially promising. The information in this report provides the basis for annual adjustments to the Board's *Master Plan*.

In general, performance results for 1993-94 show steady improvement over prior years:

- ✓ Performance goals are set in four areas; school systems must achieve these goals by the year 2000.
- ✓ State scores on the TCAP nationally normed test for students in grades 2-8 and 10 are above the median national percentiles on 98% of the subtests.
- ✓ Cumulative gains - measured by value-added assessment - for Tennessee students are above national gains in reading and language, but below national gains in math, science and social studies.
- ✓ Attendance rates are improving.
- ✓ The promotion rate for grades K-8 is improving.
- ✓ The dropout rate is declining.
- ✓ Student participation in the Advanced Placement program continues to increase.
- ✓ More than 16% of our graduates receive honors diplomas.
- ✓ Tennessee's graduating students scored 20.2 on the composite ACT. The national average is 20.8.
- ✓ Average Tennessee SAT scores continue to exceed national averages.
- ✓ Teacher education reform is underway and new teacher education programs are attracting more and better candidates.
- ✓ Some 95% of eligible teachers participate in the Career Ladder program.

THE TABLE OF CONTENTS

The Executive Summary i
The Highlights 1
Performance Goals and Standards 3

Student Performance
- Tennessee Comprehensive Assessment Program (TCAP) 4
- TCAP Achievement Test 4
- Value-Added Assessment 5
- TCAP Proficiency Test 6
- Attendance 6
- Promotion 7
- Graduation 8
- College Entrance Tests 9
- PLAN and PSAT 11
- Advanced Placement 12
- Preparation for College and the Work Place 12

Teacher Performance
- Teacher Education 14
- Teacher Supply and Demand 14
- Teacher Licensure: PPST and NTE 15
- Professional Development for Teachers 15
- Career Ladder 16
- Extended Contracts 17

School Performance
- 21st Century Schools Report Card 18
- Professional Development for Administrators 18
- Career Ladder 19
- Employment Waivers and Permits 19
- School Counseling and Guidance Programs 20

Appendices:
- A: TCAP Statewide Summary - Grades 2-8 and 10 23
- B: TCAP Research Questions Summary 31
- C: Tennessee Schools Mean Cumulative Percent of National Norm Gain 32
- D: Tennessee Schools Attaining 100% of Cumulative National Norm Gains 33
- E: TCAP Proficiency Test 34
- F: Waivers and Permits By Area 35

THE HIGHLIGHTS

In general, performance results for 1993-94 show steady improvement over prior years.

Student Performance

- ✓ Performance goals in four areas - academic gain (measured by value-added assessment), promotion, dropout rate, and attendance - have been approved by the Commissioner of Education and the State Board of Education. School systems must achieve these goals by the year 2000.

- ✓ For the last five years, scores on the Tennessee Comprehensive Assessment Programs (TCAP) nationally normed test for students in grades 2-8 and 10 have been above the median national percentiles on 98% of the subtests in reading, language, math, science, and social studies.

- ✓ TCAP test results are interpreted using value-added assessment. Each year the assessment measures the progress or academic growth made in five subject areas by students in grades 3-8. Cumulative gains for Tennessee students are greater than national gains in reading and language, but below national gains in math, science and social studies.

- ✓ Mastery of the Tennessee curriculum, as measured by the TCAP criterion referenced tests in math and language arts, is especially high in the early grades and has varied somewhat in grades 5 through 8.

- ✓ On the TCAP Proficiency Test, 86% of all ninth graders satisfied the math requirement and 80% satisfied the language arts requirements in 1993-94. With the exclusion of special education students, the pass rates were 90% and 86% respectively. Results have been similar for the last five years.

- ✓ Attendance rates are improving. In 1993-94 attendance in grades K-6 was 95.02% - exceeding the 95% goal for the year 2000. Progress is being made toward the 93% goal for grades 7-12. In 1993-94 the attendance rate was 92.2% - .2% higher than 1992-93.

- ✓ Over the last nine years promotion rates in grades K-8 have improved from 94.0% to 96.1%. Because retention in grade correlates with dropping out of school, promotion rates - especially in grades 1, 7 and 8 - still need to improve.

- ✓ The dropout rate is declining. In 1993-94, 17.4% of 9th graders dropped out before the end of their 12th grade year. That is a decrease from 23.0% in 1990-91.

- ✓ In seven years the number of students participating in the Advanced Placement (AP) program has increased 60%. There were 4,227 AP candidates in 1987. In 1994 there were 6,779. The percentage of exams receiving scores between 3 and 5 (scores most colleges accept for credit) was 66% - 2 percentage points above the national average.

- ✓ The percentage of students receiving an honors diploma has increased dramatically from 1.4% in 1984-85 to 16.7% in 1993-94.

- ✓ In 1994 Tennessee's graduating students scored 20.2 on the composite ACT. That compares to the national average of 20.8. Since 1985, Tennessee's graduating students' ACT scores have improved considerably compared to scores nationwide. This is remarkable because two-thirds of Tennessee's graduating students take the ACT; nationally only half the graduating students take the test.

- ✓ Average Tennessee SAT scores continue to exceed national averages. In 1994 Tennessee's average verbal score was 488 compared to 423 nationally; the average math score was 535 compared to 477 nationally. This year 12% of Tennessee seniors took the SAT compared to 42% of high school graduates nationally.

- ✓ As part of the state testing program every sophomore takes one preliminary college preparation test - either the PLAN or the PSAT. Integration of these tests into the regular testing program is expected to help students make better choices in their high school course selections.

Teacher Performance

- ✓ The most comprehensive teacher education reform in decades is being implemented in colleges and universities across the state. Rigorous new programs attract more and better candidates. In seven years the number of teacher education graduates has increased 19%.

- ✓ The number of teacher education graduates from Tennessee public and private colleges and universities increased from 2,196 in 1986-87 to 2,613 in 1993-94. Tennessee hires approximately 4,000 new teachers each year. Slightly less than half are re-entering teachers with prior teaching experience. Nearly one-third of the newly hired teachers are from out-of-state institutions. Teacher turnover is 4%.

School Performance

- ✓ As required by the *EIA*, a detailed annual report is produced in October for each of Tennessee's school systems. The report includes performance indicators and fiscal accountability information.

- ✓ Some 95% of eligible teachers participate in the Career Ladder program. Among teachers employed in fall 1994, 5,394 had achieved Career Level III, 2,945 had achieved Career Level II, and 34,313 had achieved Career Level I. In addition, 2,108 administrators had achieved Career Level I, II, or III certification.

PERFORMANCE GOALS AND STANDARDS

The *EIA* calls for the Commissioner of Education to recommend, and the State Board of Education to approve, performance goals and standards for school systems and schools regarding educational progress as determined through value-added assessment. The *EIA* also calls for school systems and schools to meet performance goals with respect to attendance and dropout rates. Goals in two additional areas - proficiency and promotion - have been approved by the Board.

Implementation of performance goals to be achieved by the year 2000 is underway in four areas - academic gain (measured by value-added assessment), promotion, dropout rate, and attendance. Annual rates of progress in each area will be used to assess the degree of effectiveness of local schools. The performance goals for each school system are:

Goal I: Academic Gain

An average gain in reading, language, mathematics, science, and social studies at each grade in grades 3 through 8 equal to or greater than the average national gain measured by scale scores (plus or minus two standard errors of measurement) on the TCAP norm referenced tests.

- *Value-added assessment shows Tennessee students' cumulative gains greater than the average national gains in reading and language, but below the average national gains in math, science and social studies.*

Goal II: Promotion

An overall average student promotion rate of at least 97% in grades K-8.

- *The statewide average promotion rate in 1993-94 was 96.1%.*

Goal III: Dropouts

A dropout rate of no more than 10% for grades 9 through 12.

- *The dropout rate in 1993-94 was 17.4%, the lowest in history.*

Goal IV: Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

- *In 1993-94 the statewide average attendance rate for grades K-6 was 95.0%; for grades 7-12 it was 92.2%.*

STUDENT PERFORMANCE

The Tennessee Comprehensive Assessment Program (TCAP):

The annual TCAP was administered for the fifth time in 1994. The program includes four types of tests, each designed to meet a different need:

- A nationally normed test is mandated in grades 2-8 and 10. It provides a reference point to compare the performance of Tennessee students to student performance nationwide. It also provides information to be used in value-added assessment.
- A criterion referenced test measures performance on the state math and language arts curriculum. It is administered with the norm referenced test in grades 2-8.
- The TCAP Proficiency Test measures the achievement of minimum basic math and language arts skills by high school students.
- In fall 1994 a writing assessment was administered statewide for the first time in grades 4, 8 and 11.

The TCAP Achievement Test:

The TCAP Achievement Test is customized for grades 2-8 by combining the norm referenced and criterion referenced components into a single test. Only the norm referenced component is administered to grade 10. The program provides a consistent test format at each grade level and allows educators to track the progress of individual students from year to year.

Using norms established in 1989, the norm referenced test includes assessment of reading, language, math, science, social studies, spelling and study skills. The test follows the growth of essentially the same group of students from year to year.

Statewide results are reported in two ways - median national percentiles and stanines.

The median national percentile is the midpoint in the distribution of percentile ranks for a particular group; 50% of the scores fall at or above the midpoint and 50% fall at or below. In Tennessee, the median national percentiles range from 48 (grade 6 science) to 65 (grade 5 social studies). The percentile range broadens at the system level. As a group, Tennessee students have scored at or above the 50th percentile on 98% of the norm referenced subtests for the five years the TCAP Achievement Test has been administered.

Stanine scores for the norm referenced test are based on a scale consisting of nine equal units ranging from a low of 1 to a high of 9. Stanines 1-3 are considered below average, stanines 4-6 are considered average, and stanines 7-9 are considered above average. In a normal distribution, 23% of the students have scores in the below average range, 54% in the average range, and 23% in the above average range.

Tennessee scores on the norm referenced subtests are clustered in the fifth stanine. The percent of Tennessee students scoring in the above average range is higher than the national average in 85% of the subtests. The bar charts in Appendix A show the distribution of norm referenced scores at each grade level.

The criterion referenced component of the test, which was developed in Tennessee, measures performance on the state math and language arts curriculum and indicates the levels of mastery of grade level objectives in the domains tested. For example, in grade 2 the math domains tested are numeration, whole number operation, fractions, graphs and tables, measurement, geometry and problem solving; the language domains are mechanics, sentence and paragraph structure, spelling and word identification, comprehension and reference skills.

For each domain, scores show non-mastery, partial mastery and mastery of grade level skills. The bar charts in Appendix A also show the percent of students in each mastery category for the criterion referenced domains at each grade level. The difficulty level of the state curriculum objectives varies within domains from grade to grade; therefore, domain comparisons between grades cannot be made.

Statewide, domain mastery ranges from a high 97% mastery (grade 3, decimals) to a low 9% mastery (grade 7, decimals). For the fifth year there is an overall greater mastery, with the exception of second grade, of the language arts domains. Second grade students have the highest percent of mastery in the math domains.

The TCAP summary information includes every student tested. Most special education students are included in the testing.

Students tested on the TCAP Achievement Test were asked to respond to a short set of questions about school. Selected responses were correlated with performance on the total battery of the norm referenced portion of the test. Key findings are included in Appendix B.

Value-Added Assessment:

Value-added assessment, a tool to measure student achievement over time, is having a major impact on how TCAP's nationally normed achievement test results are interpreted and used.

TCAP test results show student achievement at a particular point in time compared to state and national averages. The value-added assessment measures the progress or academic growth made each year in reading, language arts, mathematics, science, and social studies by students in grades 3-8.

The value-added assessment system measures performance each year in grades 2-8 on a 999 point scale. The difference in a student's scores from grade to grade represents the academic gain. For example, the difference between the score in grade 2 and the score in grade 3 is the third grade gain. The cumulative gain is the sum of the gains in grades 3 through 8.

Gains are expressed on a system-by-system and school-by-school basis as a percentage of the national average gain by students in that subject that year. The national average always equals 100%. Cumulative gains are shown in Appendix C.

When the data are aggregated by school, they show 57% of the state's schools making cumulative academic gains exceeding national norm gains in language, and 60% exceeding the national norm gains in reading. In social studies, only 35% of Tennessee schools exceed national norm gains; in math, only 36% exceed national norm gains; and in science, 45% exceed national norm gains. The data are depicted graphically in Appendix D.

The value-added assessment results should provide teachers, parents, community members, and others with information about what works and what needs improving.

TCAP Proficiency Test:

The TCAP Proficiency Test is designed to ensure that all students who graduate from public schools with a regular diploma have demonstrated competency in a common set of minimum basic skills. Students must achieve a passing score of 70% on both the math and language arts subtests. Students first take the test as ninth graders and may retake the subtest(s) as often as necessary to achieve passing scores. Fulfillment of the proficiency requirement can also be accomplished through satisfactory performance on specific math and language arts test items in the criterion referenced component of the eighth grade TCAP Achievement Test.

In 1994, 86% of all ninth graders satisfied the math requirement and 80% satisfied the language arts requirement. When the test scores of special education students are excluded, 90% of the ninth graders satisfied the math requirement, while 86% satisfied the language arts requirement. Results for five years are shown in Appendix E.

In accordance with the *EIA* and Board policy, the TCAP Proficiency Test has been revised to require higher levels of competency with increased emphasis on problem solving. The new TCAP Competency Test objectives will be administered to ninth graders in 1994-95.

Attendance:

Poor school attendance is often associated with poor academic performance and dropping out of school. Over the last nine years attendance rates have been relatively stable.

The *EIA* requires all schools to maintain appropriate levels of school attendance. The performance goal for each school system specifies attendance rates of 95% for grades K-6 and 93% for grades 7-12. Among school systems, the current rates range from 92.2% to 97.3% for grades K-6 and from 87.2% to 97.7% for grades 7-12.

Attendance Rates: Grades K-12 (1985, 1990 - 1994)			
	Grades		
Year	K-12	K-6	7-12
1984-85	94.9	NA	NA
1989-90	93.8	94.8	92.7
1990-91	93.9	94.9	92.7
1991-92	93.4	94.7	92.1
1992-93	93.5	94.7	92.0
1993-94	93.7	95.0	92.2

Promotion:

Promotion rate is an important indicator of whether or not the instructional program is meeting student needs. Retaining students in a grade is expensive, frequently counterproductive, and highly correlated with dropping out of school. Over the last nine years the statewide promotion rate for grades K-8 has increased from 94% to 96.1% - a positive trend.

The performance goal for each school system specifies a promotion rate of 97%. Among school systems the rate ranges from 90.6% to 99.9%. Promotion rates - particularly in grades 1,7, and 8 where a disproportionate number of students are retained - need to improve. We are seeing steady improvement at the first grade level where promotion rates increased from 87.7% in 1985-86 to 93.6% in 1993-94. Promotion rates have improved at other grade levels as well.

Promotion Rates: Grades K-8 (1985, 1990 - 1994)	
Year	Promotion Rate
1984-85	94.4
1989-90	95.3
1990-91	95.6
1991-92	95.8
1992-93	96.1
1993-94	96.1

Promotion Rates By Grade Level K-8 (1990 - 1994)					
Grade	1989-90	1990-91	1991-92	1992-93	1993-94
Kindergarten	96.5	97.0	96.8	96.3	96.1
First	91.3	92.3	93.1	93.2	93.6
Second	96.8	97.2	97.4	97.6	97.5
Third	97.2	97.8	98.1	98.2	98.1
Fourth	97.3	97.7	97.8	98.5	98.5
Fifth	97.3	97.3	97.5	97.9	98.2
Sixth	96.9	97.1	97.1	97.5	97.2
Seventh	91.4	91.4	91.2	91.6	92.0
Eighth	93.0	93.5	93.7	94.0	93.5

Graduation:

Two kinds of information are available relative to high school graduation: dropout information and diploma information.

Dropouts

Tennessee uses a method for counting and tracking students that distinguishes students who drop out from those who transfer to other schools. The procedures are consistent with a method developed by the National Center for Education Statistics (NCES). The dropout rate differs from the graduation data because the dropout data do not take into account students who complete their senior year but do not graduate. The dropout rate has declined from 23.0% in 1990-91 to 17.4% in 1993-94, a decrease of 24.3%

Percent of 9th Graders Dropping Out Before the End of 12th Grade (1991 - 1994)		
	Annual (Event) Rate	4-Year (Cohort) Rate
1990-91	6.3	23.0
1991-92	5.6	20.4
1992-93	4.8	17.9
1993-94	4.7	17.4

Diplomas

Historical data are available for non-graduates and students receiving the four types of high school diplomas issued in Tennessee.

Students Receiving Diplomas in Spring Graduation (1985, 1994)

	1984-85		1993-94	
Diploma	Number	Percent	Number	Percent
Regular	42,739	87.6	33,080	73.0
Honors	701	1.4	7,563	16.7
Special Ed.	1,132	2.3	1,337	3.0
HS Certificate	1,079	2.2	354	0.8
Non-Graduates	3,149	6.5	2,999	6.6
Total	48,800		45,331	

In addition, 4,248 Tennesseans age 19 years and under received the GED diploma in 1994.

Two changes over the last nine years are noteworthy:

- The percent of students receiving honors diplomas increased from 1.4% in 1985 to 16.7% in 1994. These students take a rigorous course of study and maintain a grade point average of 3.0 or better.

- The percent of students receiving the high school certificate has steadily decreased since 1985. This certificate is awarded to students who fulfill all the requirements for graduation except for passing the proficiency test. In 1985, 2.2% of the 12th graders were issued the high school certificate; in 1994 only 0.8% received this certificate.

To improve the graduation rate, emphasis is being placed on helping students who are at risk of dropping out of school. The State Department of Education is assisting educators in using results from the state testing program to identify potential at-risk students. The Board's new *High School Policy* calls for schools to provide extra support to meet student needs, extend middle school concepts and practices to the high school, develop high school readiness programs, implement small class tutorials, provide tutoring by teachers, peers, or community volunteers, and expand opportunities for school-to-work transition programs.

College Entrance Tests:

Most colleges and universities require students to submit scores on the ACT or the SAT for admission.

In general, the smaller the proportion of students from a given state taking either the SAT or the ACT, the higher that state's average score. Since most Tennessee colleges and universities require the ACT, that is what most Tennessee students take. In 1994 the average Tennessee ACT scores were slightly below the national average. Fewer Tennessee students take the SAT; their scores exceeded the national average.

ACT

Since 1991 ACT results have included scores on the new Enhanced ACT Assessment. The Enhanced ACT is comprised of four tests: English, mathematics, reading, and science reasoning.

The ACT was taken by 67% (30,886) of the 1994 Tennessee graduates. Nationally only 47% of the high school graduates took the ACT.

Tennessee students score higher than students in the southeast on the ACT. While Tennessee students have historically scored slightly below national averages on all subjects, the gap has narrowed. In 1985 the Tennessee composite was 1.0 below the national average; in 1994 the difference between the two was .6. The improvement may be attributed in part to more students taking college preparatory course work to meet the strengthened admissions requirements of Tennessee's public universities and colleges.

Average ACT Scores: Tennessee and the Nation (1990 - 1994)

	Tennessee					Nation				
Content Area	1990	1991	1992	1993	1994	1990	1991	1992	1993	1994
English	20.5	20.2	20.2	20.1	20.1	20.5	20.3	20.2	20.3	20.3
Mathematics	19.1	19.1	19.3	19.4	19.3	19.9	20.0	20.0	20.1	20.2
Reading	N/A	20.8	20.8	20.7	20.7	N/A	21.2	21.1	21.2	21.2
Sci Reasoning	N/A	19.9	19.9	20.0	20.1	N/A	20.7	20.7	20.8	20.9
Composite	20.1	20.1	20.2	20.2	20.2	20.6	20.6	20.6	20.7	20.8

ACT also provides information about the graduating class according to type of high school program completed. The percent of students who reported taking a core high school curriculum (defined by ACT as including four or more years of English and three or more years of math, social studies, and natural science) has increased steadily over the last four years. In 1988, 29% of Tennessee's ACT tested graduates completed the core and in 1994, 48% completed the core. The average ACT scores for these students are higher than for students completing less than a core curriculum. Beginning with freshmen entering high school in fall 1994, all Tennessee students will be required to complete the core curriculum.

SAT

Approximately 12% (5,747) of Tennessee's 1994 graduating seniors took the SAT. Nationally, approximately 42% of all high school graduates take the test.

Tennessee students taking the SAT typically score higher than the southeast and the nation on both the verbal and the math subtests. Tennessee's average verbal score increased two points from 1993 to 1994. The math score increased four points to an all-time high for the state.

Over the last 11 years, Tennessee verbal scores increased five points; math scores went up 16 points. Nationally, verbal scores dropped two points while math scores increased by 11.

SAT Verbal: Tennessee and the Nation (1983, 1990 - 1994)

	1983	1990	1991	1992	1993	1994
Tennessee	483	483	487	484	486	488
Nation	425	424	422	423	424	423

SAT Mathematics: Tennessee and the Nation (1983, 1990 - 1994)

	1983	1990	1991	1992	1993	1994
Tennessee	519	525	528	592	531	535
Nation	468	476	474	476	478	479

About 34% of Tennessee's 1994 graduates who took the SAT ranked in the top 10% of their class. Nationally, 21% of the graduates who took the SAT ranked in the top 10% of their class.

PLAN and PSAT:

Preparatory programs associated with major test publishers are available to Tennessee high school students. More than 15,430 juniors had PSAT scores reported in 1993-94. PLAN (formerly called P-ACT+), given only to sophomores, was taken by 50,990 Tennessee students in 1993-94.

The scores of Tennessee high school juniors on the 1994 PSAT verbal averaged 41.9 compared to 41.1 for the nation. The PSAT math average for that same group was 45.2 compared to the national average of 45.8.

On the 1994 PLAN Tennessee high school sophomores scored above the national average in three of the four subject area tests and on the composite. The Tennessee average scores were .1 point higher in English, .4 point lower in mathematics, .2 point higher in reading, and .4 point higher in science reasoning. Tennessee students compiled a 16.4 average on the composite compared to 16.3 average nationally.

In 1993-94 every sophomore was required to take either the PSAT or PLAN. The addition of preliminary tests to the state's testing program will help students make better choices in their high school course taking, improve their performance on the ACT and SAT, and help them prepare for the senior exit exam mandated by the *EIA*.

The first exit exams will be given in 1995-96. The sophmore class of 1993-94 will be the first high school class to take the exit exams. Local school systems are responsible for determining which test - ACT, SAT, or Work Keys - each student will take.

Advanced Placement:

The number of schools and students participating in the Advanced Placement (AP) program has increased significantly in the last six years. Today 56% (186) of Tennessee's high schools offer AP courses. That compares to 138 Tennessee high schools offering the courses in 1987. Since 1987 the number of AP candidates has increased 60% - from 4,227 to 6,779. The total number of AP exams taken has increased 65% - from 6,240 to 10,317.

In 1994, 66% of the Tennessee AP exams received scores between 3 and 5 (scores which most colleges accept for college credit). That compares to 56% for the South and 66% for the nation.

Preparation for College and the Work Place:

The *EIA* directed the State Board of Education and the Commissioner of Education to develop and approve a high school curriculum to prepare students to be successful in the 21st century. A two-track high school curriculum - one for college bound and one for students entering the work force - was mandated by the *EIA*.

In September 1993 the Board approved the *High School Policy*, a comprehensive reform of the high school to meet the demands of a global, information-based society. The policy assumes that all students can learn at significantly higher levels. Key elements of the policy include:

- Two paths - university and technical - to prepare all students for postsecondary study.
- A rigorous core curriculum including challenging subject matter in English, mathematics, science, social studies, and wellness. Each path has additional specific course requirements

- A four-year focused plan of study prepared for each student by the student, parents, and guidance counselor.
- Active learning strategies used to engage students in their own learning.
- Technology - including computer technology and calculators - to improve instruction and enable students to solve real life problems.
- Extra support to meet student needs so all students achieve at high levels.
- School-wide improvement plans developed by academic and technical faculties working together.
- Increased opportunities for professional growth for faculties.
- Exit exams - ACT or SAT for university path students and Work Keys for technical path students.
- High school course assessments to be used in value-added assessment.

TEACHER PERFORMANCE

Teacher Education:

The most comprehensive teacher education reform in decades is now being implemented in colleges and universities across Tennessee. Rigorous new programs are attracting more and better students and putting better prepared teachers in Tennessee classrooms. Tennessee's policy is a model for national efforts to improve standards for the preparation of new teachers.

The *Teacher Education Policy* was adopted in 1988 by the State Board of Education, the Tennessee Higher Education Commission, and the State Certification Commission. It improves the academic experience of teacher candidates by requiring them to have an academic major in addition to the professional education core. A full semester of student teaching or a one-year internship strengthens the practical experience of teachers. Schools and teacher education institutions are working together to improve teaching and learning in the schools.

The policy also provides for post-baccalaureate teacher education programs, which encourage qualified college graduates without teacher preparation to enter the profession. In addition, highly qualified experienced individuals now enter the teaching profession through alternative licensure programs. The most critical need now is for a statewide jobs registry to help superintendents find well-qualified teachers and to help well-qualified teachers find jobs.

Teacher education programs are now approved in accordance with the National Council for Accreditation of Teacher Education (NCATE) and state program standards. Continuing approval of teacher education programs will be based, in part, on the performance of an institution's graduates. Special efforts are being made to recruit more minorities into teaching. The new policy will be thoroughly evaluated.

Teacher Supply and Demand:

Several factors - including the current work force, new hires, the reserve pool and the number of teacher education graduates - affect teacher supply.

The current work force includes approximately 46,000 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. This number increased to 4,800 in 1992-93 and 4,000 in 1993-94 as a result of an infusion of BEP funds. In 1993-94 less than half (42.1%) were re-entering teachers with prior teaching experience. The average years of experience for new hires is three years. Nearly one-third complete their highest degree at out-of-state institutions. The number of teacher education graduates from Tennessee colleges and universities increased 19.0% from 2,196 in 1986-87 to 2,613 in 1993-94.

The average teacher leaves with 15 years experience. Teacher turnover is 4%. Three factors - policy changes, teacher turnover and student enrollment - affect demand. Demand will be affected by policy changes, such as those in the *Master Plan* and the Basic Education Program. The need for personnel will increase - particularly in the elementary grades - for class size reduction, art, music, physical education and guidance counselors. The new *High School Policy* will create a need for personnel in selected teaching areas.

Teacher Licensure - PPST and NTE:

Students seeking admission into approved teacher education programs in Tennessee colleges and universities must receive qualifying scores on the Pre-Professional Skills Test (PPST) or the equivalent Computer Based Assessment, both published by the Educational Testing Service (ETS). Candidates for initial licensure are required to make a minimum score on the Core Battery of the NTE (National Teacher Examination).

Students Reporting Passing Scores on the NTE Core Battery (1986 - 1994, %)

Year	Percent
1985-86	95
1986-87	96
1987-88	95
1988-89	95
1989-90	96
1990-91	96
1991-92	93
1992-93	92
1993-94	95

Teacher candidates are also required to receive passing scores on specialty area tests in 26 endorsement areas. Tests have been validated and approved for use in 15 additional areas of endorsement.

The ETS will soon replace its teacher licensure examination program with the new Praxis program. The Board and Department are taking steps to implement the new program.

Professional Development for Teachers:

Both the *EIA* and the Board's *Master Plan* point to the need to maximize the use of existing and new resources to ensure success for all children. To accomplish this, professional development must be made available at the school level to current teachers and principals. The Board's *Professional Development Policy* sets a framework to improve student learning, develop learning communities in the schools, and enhance the capacity of local school systems to provide professional development in each school.

The Department's Institute for Excellence in Education makes available several professional development programs for teachers including the Governor's Academies for Writing and Foreign Language, cooperative learning workshops, the Arts Academy, Positive Attitudes in Tennessee Schools, and minority recruitment programs. New teacher academies focusing on teachers as leaders and teacher teams are being developed for implementation in 1995.

All teachers who receive 21st century classroom technology attend a one week training session. Special education and vocational-technical education teachers also receive specialized training.

Career Ladder:

The *Comprehensive Education Reform Act (CERA)* created a Career Ladder certification system based upon performance. The program is optional for all teachers so Career Ladder certificates are supplemental to the professional license. Educators who receive Career Ladder I status are evaluated by the local school systems. Educators who receive upper level Career Ladder II or III certification are evaluated in various areas of competence by state-trained peer evaluators. Applicants may elect to have their principal serve as one of the three evaluators.

Approximately 95% of all currently employed public school educators eligible for the Career Ladder program participate on one of the three levels.

Employed Teachers* With Career Ladder Teacher Certificates (1985, 1990 - 1994)

	1985	1990	1991	1992	1993	1994
Level I	34,877	32,738	33,388	33,373	33,905	34,313
Level II	558	2,712	2,766	2,781	2,873	2,945
Level III	781	4,676	4,980	5,101	5,332	5,394
Totals	36,216	40,126	41,134	41,255	42,110	42,652

* Includes elementary and secondary teachers, secondary vocational teachers, special education teachers,librarians and counselors.

Extended Contracts:

School systems are required to conduct a comprehensive needs assessment to determine high priority student needs and to develop programs to meet these needs. These programs, staffed by educators on extended contracts, serve a full range of students at the primary, middle grades, secondary, and adult education levels. Summer schools, before and after school tutoring, and programs supplementing student opportunities are designed to remediate student needs, prevent failure and improve academic success. Professional development to improve the teacher's ability to meet student needs is increasingly important.

Students Served in Extended Contract Programs (1990 - 1994)

	1989-90	1990-91	1991-92	1992-93	1993-94
Summer	97,000	127,000	119,115	123,633	145,677
School Year	303,762	289,000	289,147	387,606	457,603

Educators Working on Extended Contract (1990 - 1994)

	1989-90	1990-91	1991-92	1992-93	1993-94
CL II/III Teachers	5,276	5,310	5,016	5,293	5,393
CL II/III Administrators	1,197	1,371	1,226	1,172	1,175
Non-Career Level Educators	1,196	1,632	1,328	2,970	3,301
Totals	7,669	8,313	7,570	9,445	9,869

21st Century Schools Report Card:

As required by the *EIA*, a detailed annual accountability report is distributed each year in October. A *21st Century Schools Report Card* is produced for each Tennessee school system. Each report has information on the local education agency and includes performance indicators and fiscal accountability information. The report also contains TCAP test data and value-added data for each school system and school.

Professional Development for Administrators:

Effective school leadership is important for improving the performance of schools. Several initiatives address professional development for principals, assistant principals, supervisors of instruction, superintendents, and school board members.

At the school level, principals provide leadership and facilitate the development of a school learning community. One of the criteria for principal evaluation will be success in promoting faculty professionalism. With the superintendent, each principal devises his/her own professional development plan.

Professional development activities provided by the Department of Education's Institute for Excellence in Education include:

- In 1994, The Tennessee Academy for School Leaders (TASL) provided 20 institutes for principals, assistant principals, and supervisors of instruction. Both specialized and thematic institutes were offered at sites in the three grand divisions of the state.

- The institute, in cooperation with the Tennessee School Boards Association, provides professional development for the approximately 900 local school board members across the state. The offerings are arranged in seven modules and accompanied by a two-day orientation for new school board members. Topics range from school law to long-range planning.

- The Tennessee Executive Development Program for superintendents includes the option to design personalized professional development activities through an individual study program and to develop and implement school system improvement projects. Superintendents also have the opportunity to attend CEO Leadership Institutes.

Career Ladder:

One of the keys to a school system's success is the performance of its principals, assistant principals, and supervisors of instruction. Under the Career Ladder program, the performance of administrators is evaluated.

Employed Tennessee Instructional Leaders with Career Ladder Certifica (1985, 1990 - 1994)

	1985	1990	1991	1992	1993	1994
Career Ladder I *	2,721	1,045	1,008	907	878	963
Career Ladder II	100	197	193	174	188	185
Career Ladder III	51	1,003	1,033	998	990	960
Total	2,872	2,245	2,234	2,079	2,056	2,108

* In 1985 Career Ladder I educators fast-tracked until they were eligible for Career Ladder evaluation.

Employment Waivers and Permits:

Of the 54,600 instructional personnel employed in Tennessee public schools during 1993-94, only 782 (1.4%) lacked proper teaching credentials.

A school system may request an employment standard waiver for a licensed teacher when a qualified person is not available and the available teacher does not have the necessary endorsement to teach in the anticipated area of assignment. For a waiver to be issued the teacher must be licensed, hold at least one endorsement in another teaching area, and have an approved plan for obtaining proper endorsement. A waiver must be requested for each teacher who teaches more than two classes in an area in which the teacher is not properly endorsed.

A permit is issued when a system is unable to secure a qualified teacher for an existing vacancy and the person the system wants to employ does not hold a Tennessee teacher's license. The person may be employed only until a qualified teacher can be secured for the position.

Waivers and Permits Issued for Public Schools (1987, 1991 - 1994)					
	1986-87	1990-91	1991-92	1992-93	1993-94
Waivers	469	488	413	548	615
Permits	161	98	114	161	167
Total	630	586	527	709	782

As shown in Appendix F, the largest percentage of waivers and permits issued were in special education (35%), kindergarten and elementary education (11%), and guidance (8%).

The Board and the Commissioner are committed to the continued development of a well-educated teaching force. Initiatives to improve teacher education and teacher professional development are described elsewhere in this report.

School Counseling and Guidance Programs:

School counselors are an integral part of the educational process. They provide developmental, sequential and proactive school counseling programs. The programs focus on student needs and include activities that assist all students in developing the skills necessary to function in today's schools and society.

School counselors in K-12 assist teachers in the use and interpretation of test scores, identification and prevention of attendance and retention problems, and in developing strategies to reduce discipline problems.

Middle school and high school counselors are directly involved in the planning and implementation of the two path high school curriculum. Their primary responsibility is the coordination and training of the school team which assists students in planning, developing and reviewing their four-year study plans.

School counselors counsel students both individually and in small groups, coordinate programs that link schools with home and community, and consult with community agencies, parents, school staff and students. Counselors often coordinate the delivery of sexual-abuse, drug prevention, conflict management, AIDS education and testing programs.

With the passage of the *School-to-Work Opportunities Act of 1994*, school counselors will be called upon to provide leadership and to facilitate school's efforts to meet the career development needs of K-12 students.

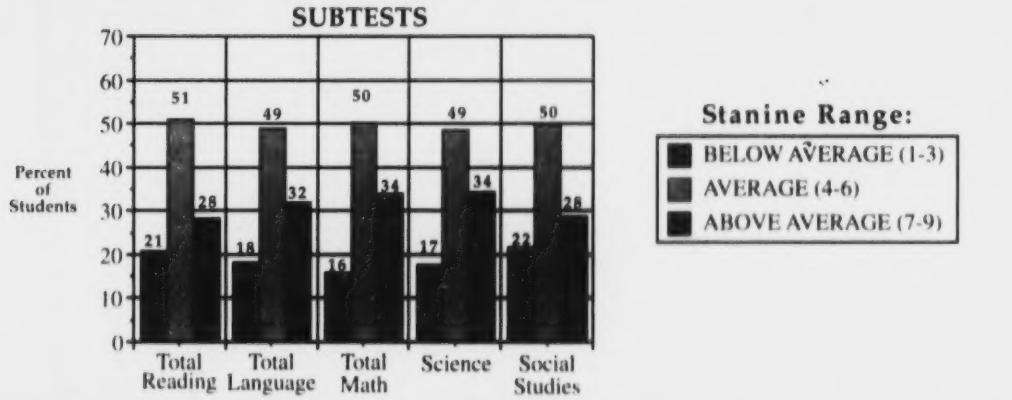
In 1993-94 school systems employed approximately 740 elementary counselors - up from 450 in 1992-93. Approximately 660 secondary counselors were employed.

APPENDICES

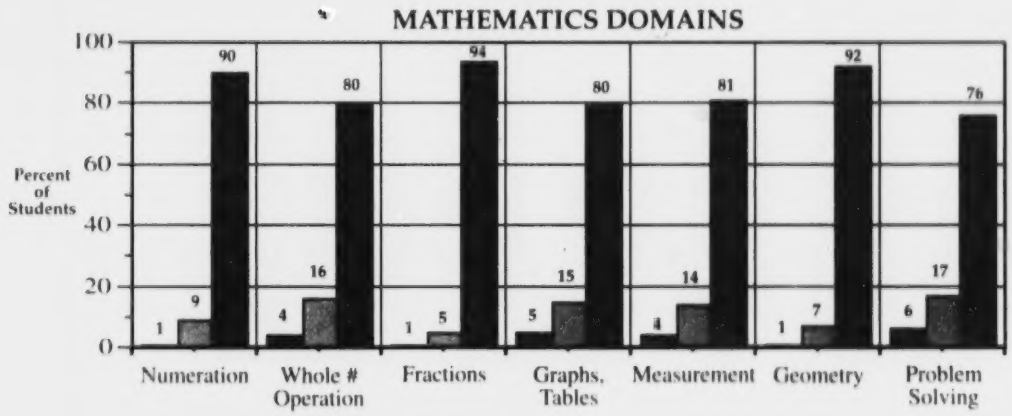
APPENDIX A:

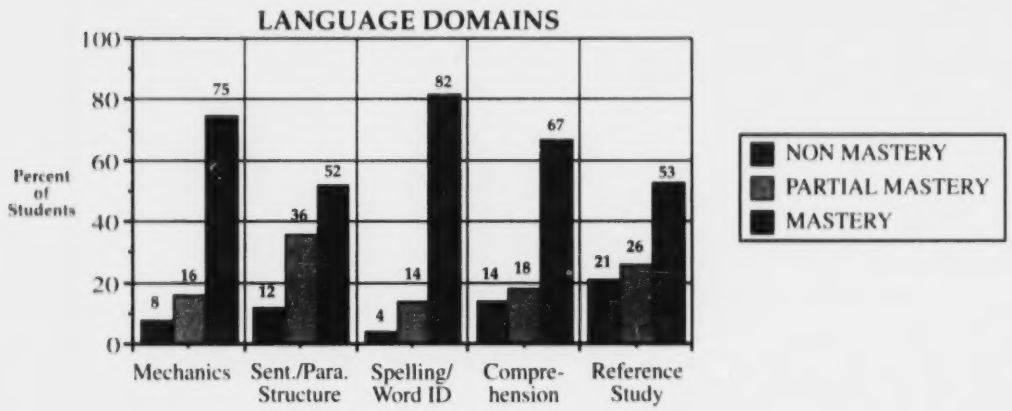
TCAP Statewide Summary (1994)
Grade 2

NATIONAL NORM REFERENCED COMPONENT



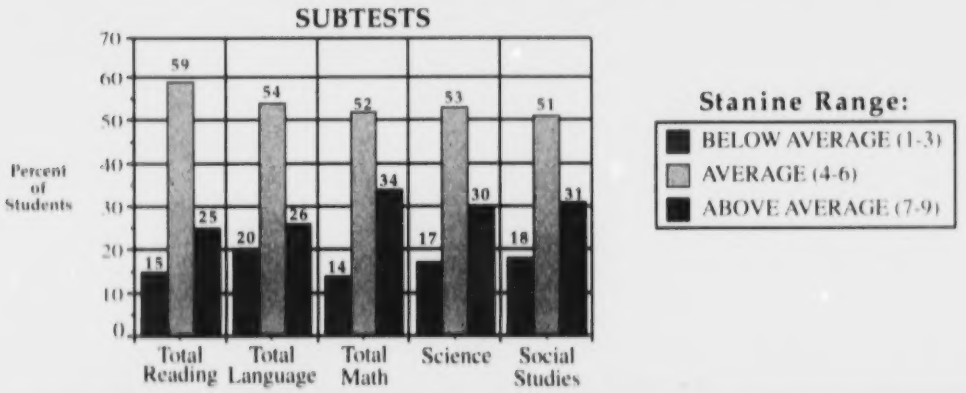
TENNESSEE CRITERION REFERENCED COMPONENT



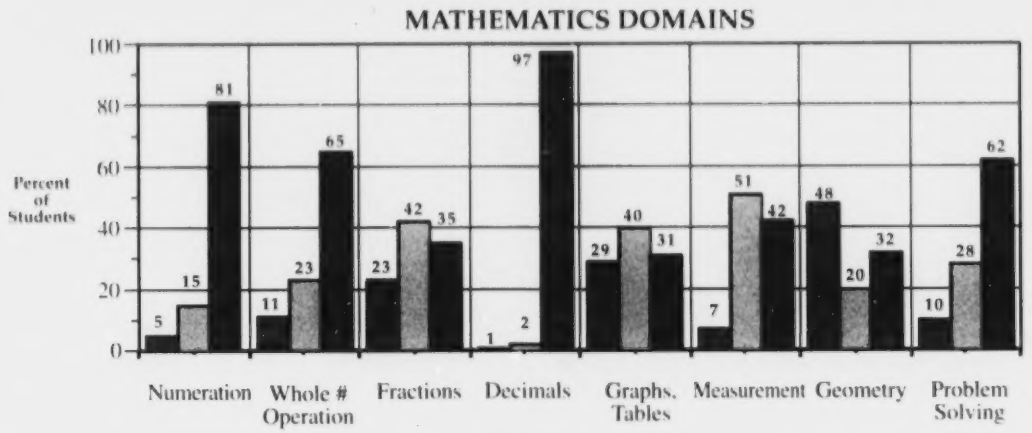


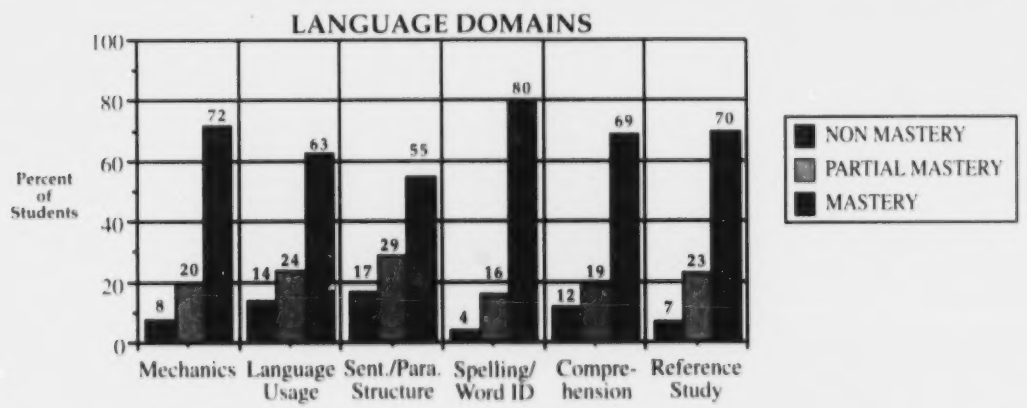
Grade 3

NATIONAL NORM REFERENCED COMPONENT



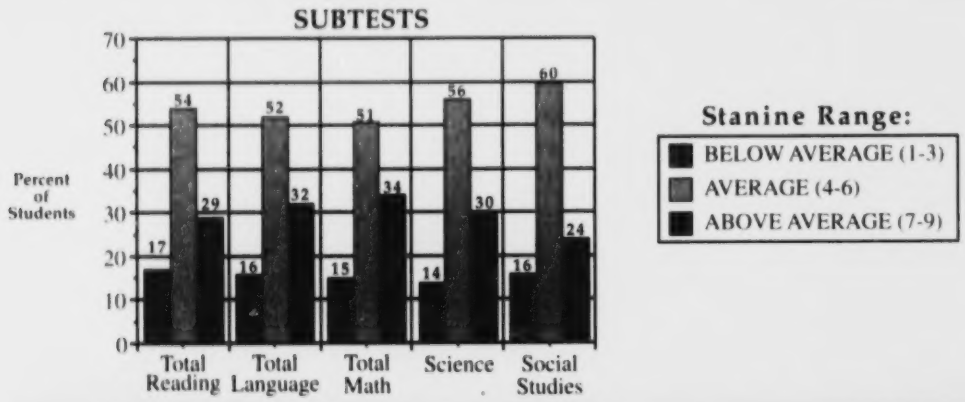
TENNESSEE CRITERION REFERENCED COMPONENT



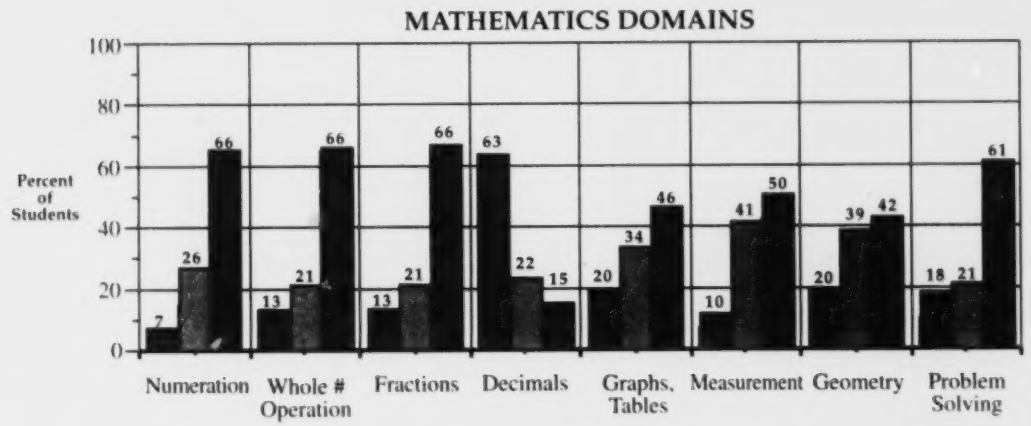


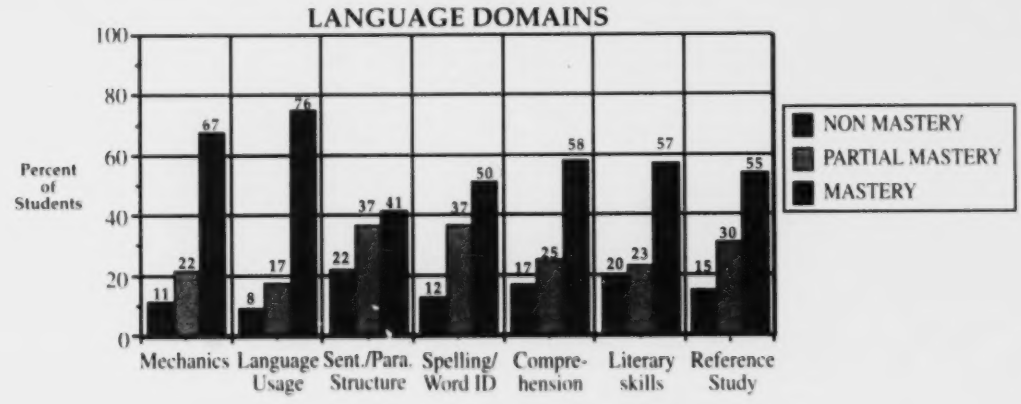
Grade 4

NATIONAL NORM REFERENCED COMPONENT



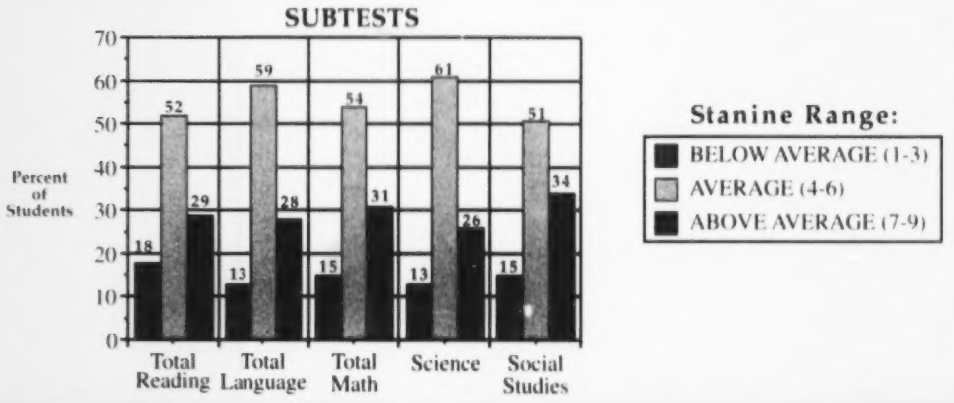
TENNESSEE CRITERION REFERENCED COMPONENT



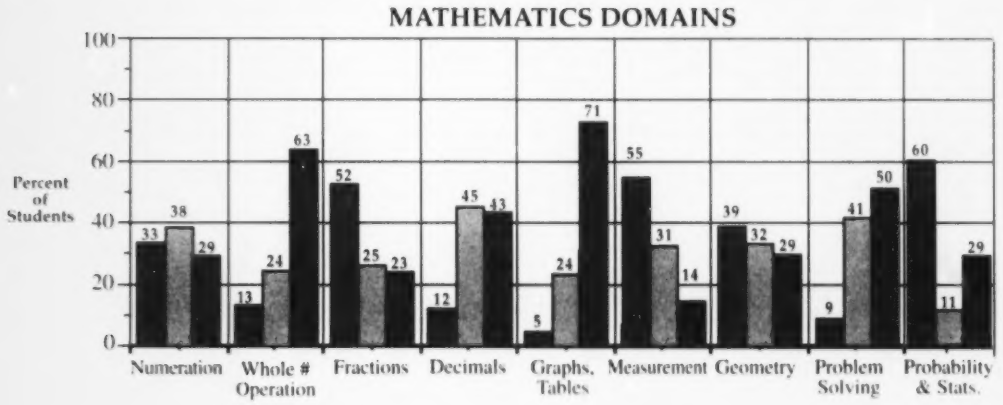


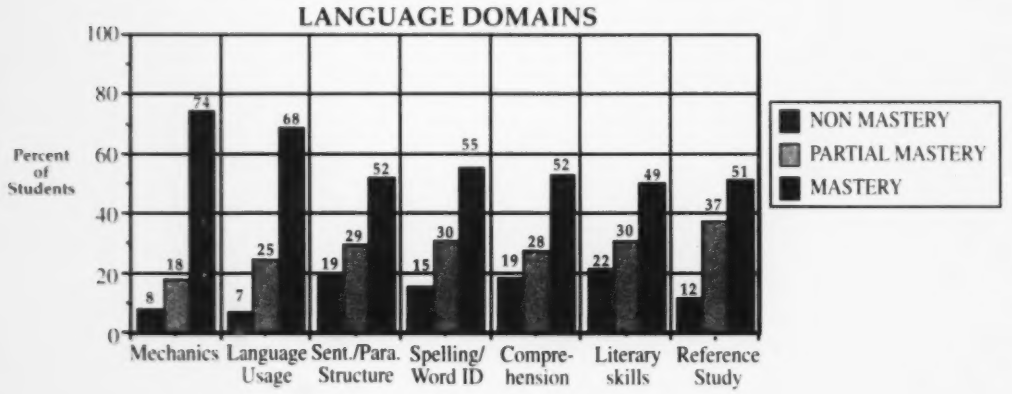
Grade 5

NATIONAL NORM REFERENCED COMPONENT



TENNESSEE CRITERION REFERENCED COMPONENT

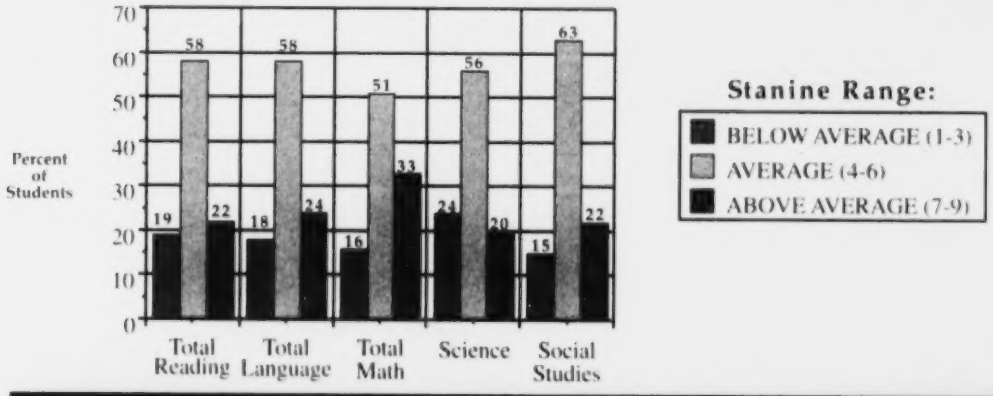




Grade 6

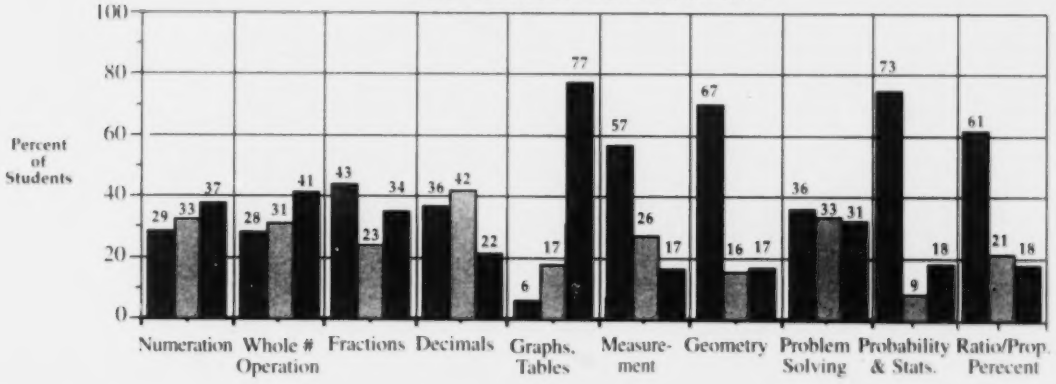
NATIONAL NORM REFERENCED COMPONENT

SUBTESTS

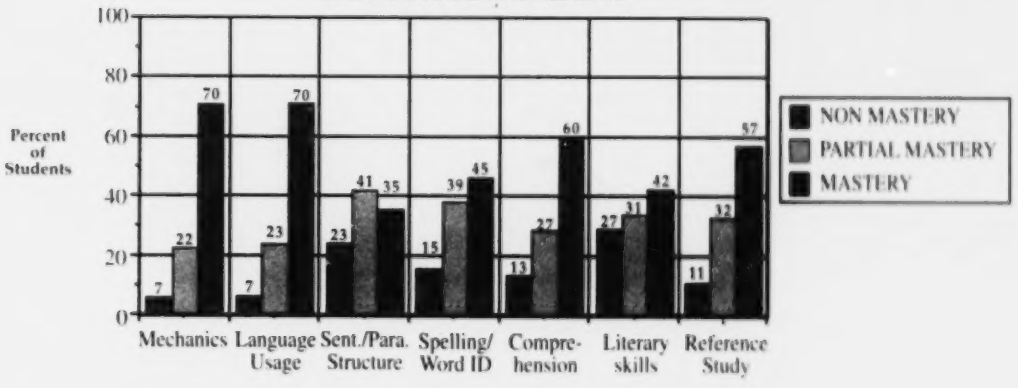


TENNESSEE CRITERION REFERENCED COMPONENT

MATHEMATICS DOMAINS

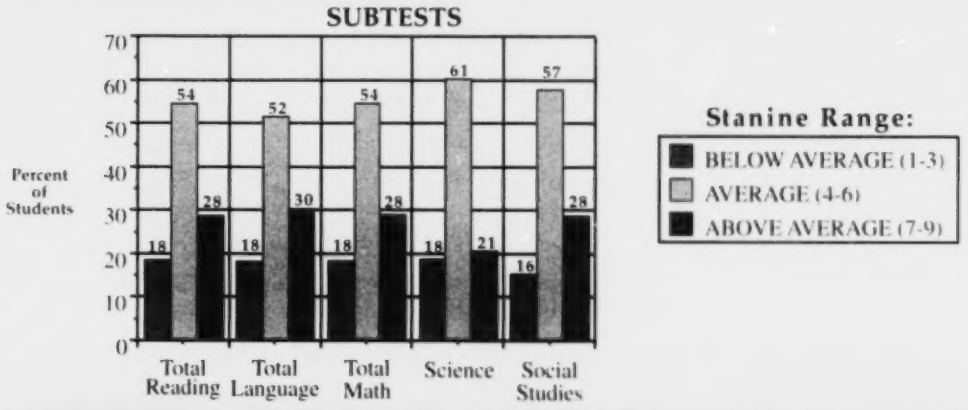


LANGUAGE DOMAINS

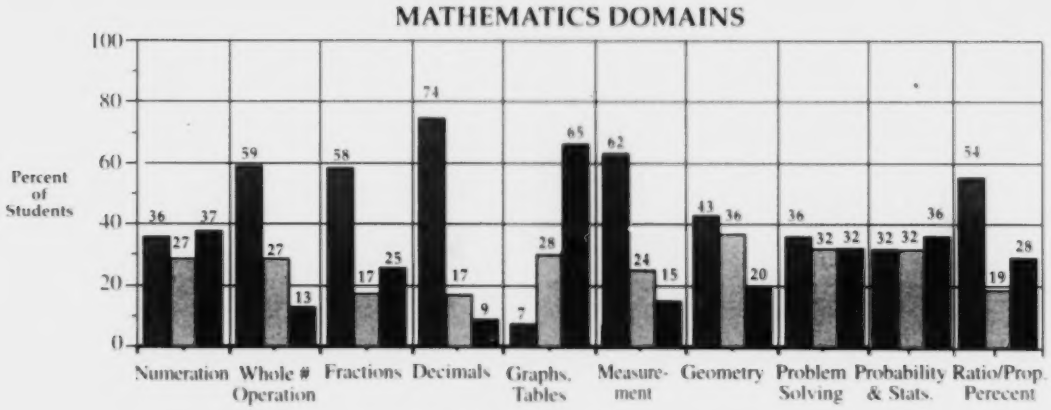


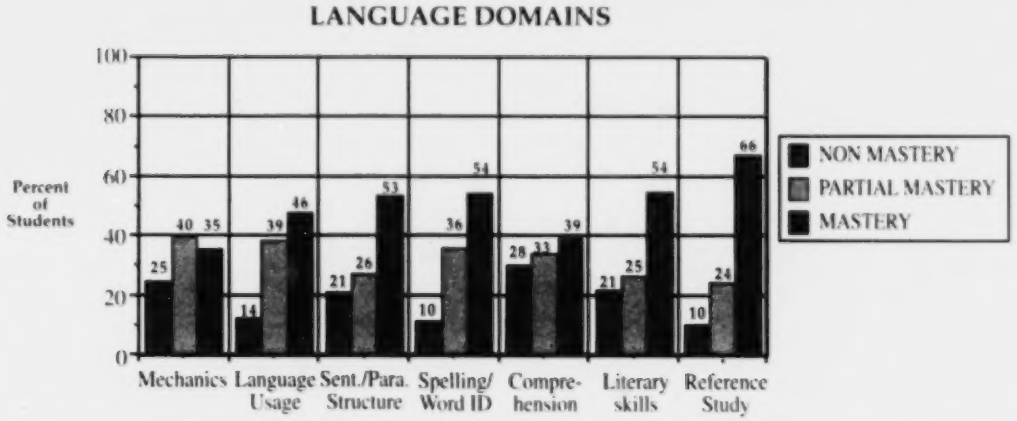
Grade 7

NATIONAL NORM REFERENCED COMPONENT



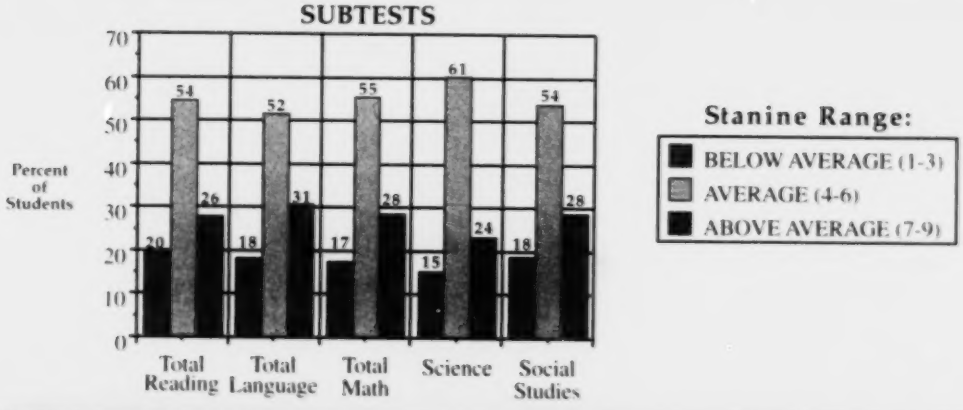
TENNESSEE CRITERION REFERENCED COMPONENT



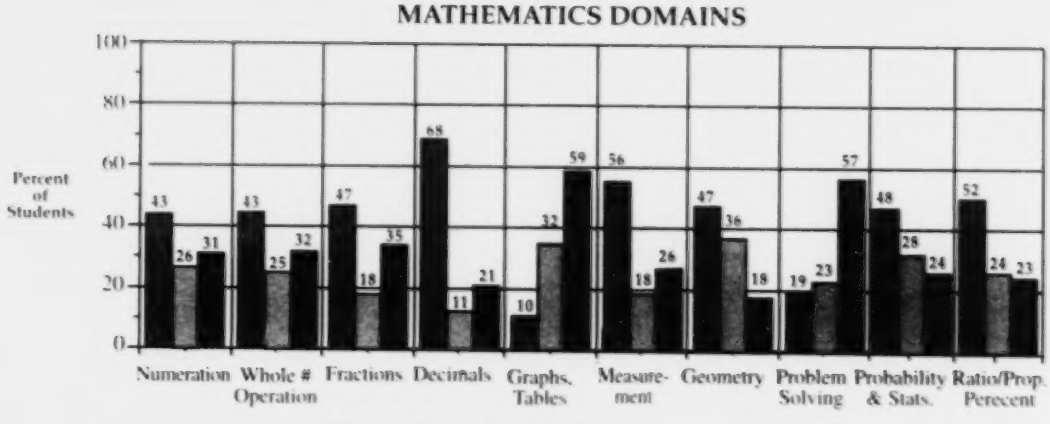


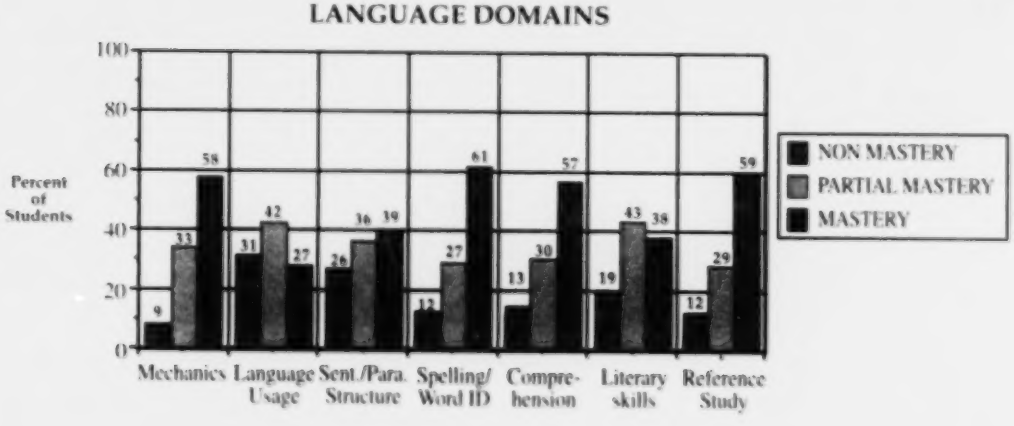
Grade 8

NATIONAL NORM REFERENCED COMPONENT



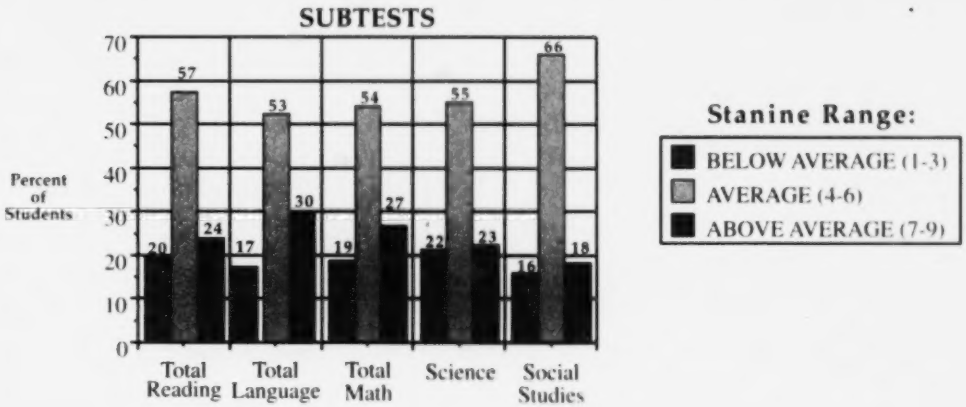
TENNESSEE CRITERION REFERENCED COMPONENT





Grade 10

NATIONAL NORM REFERENCED COMPONENT



APPENDIX B:

TCAP Research Questions Summary (1994)

Students tested on the TCAP Achievement Test were asked to respond to a short set of questions about school. Selected responses were correlated with performance on the norm referenced portion of the test. Some key findings include:

- Half of Tennessee's second graders say they always come to school prepared with materials and homework. This percentage decreases steadily to about one fourth (26%) by grade 8. Total battery scores for students who usually come prepared are significantly higher than for students who do not.

- The percentage of students who report reading for fun on a daily basis drops from 54% in grade 2 to 37% in grade 5. A positive correlation between the frequency of reading for fun and total reading scores is observed in each of these grades.

- A positive correlation between the number of pages a student reads each day and total reading scores is seen in grades 6 through 8 and 10. There appears to be a steady decrease in the amount students read as the grade level increases. The number who state they do not read on a daily basis increases from 8% in grade 6 to 23% in grade 10.

- The most common type of classroom test in grades 6 through 8 and 10 appears to be the multiple-choice format. The percentage of students who identify this format as the one given most often drops from 60% in grade 6 to 41% in grade 10.

- Just over half of the students in grades 2 through 5 have attended both preschool and kindergarten. As a group these students have higher scores than other students in grades 2 through 5.

- The percentage of students who report living with both parents ranges from 56% in grade 5 to 63% in grade 2. This group has higher total battery scores than students who do not live with both parents.

- Sixty-two percent of tenth graders plan to continue their education immediately after high school. As a group they have higher scores than the 22% who plan to delay their education or the 16% who do not have future educational plans.

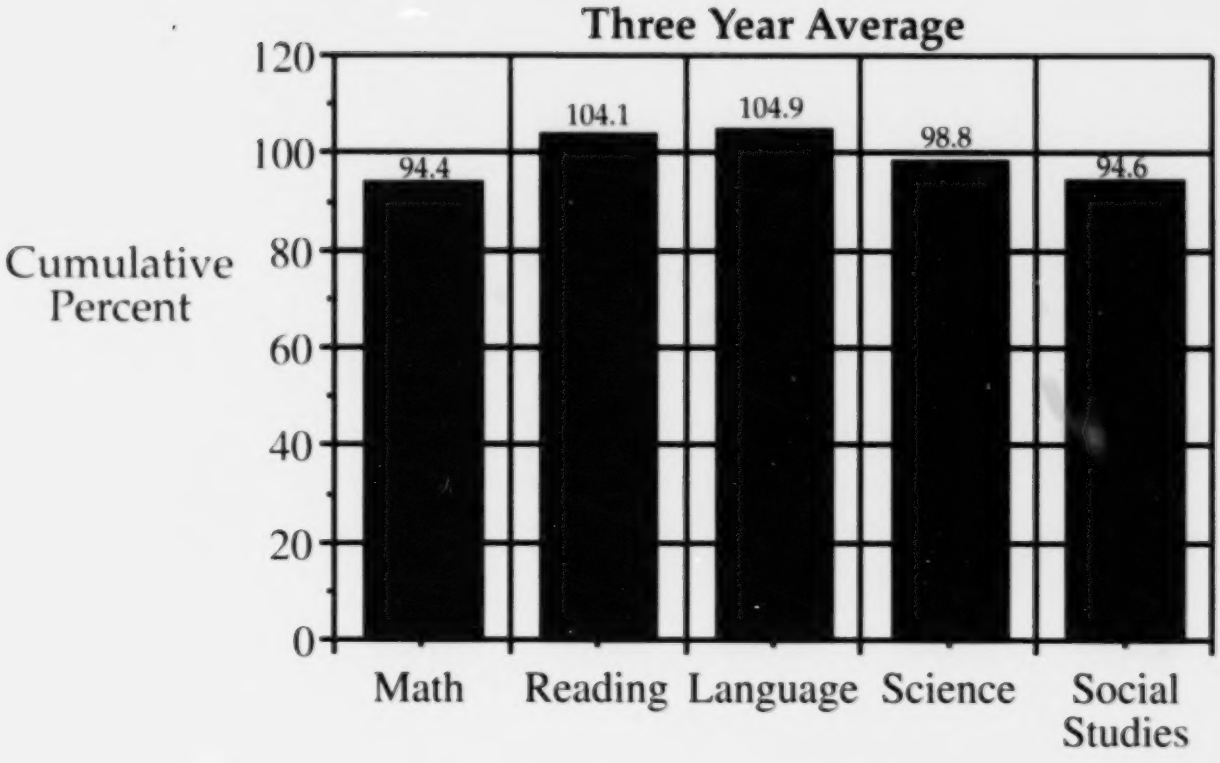
- Approximately 9 out of 10 students in grades 2 through 5 feel safe in school. The number who feel "very safe" declines from 77% in grade 2 to 43% in grade 5.

- About one in six (16%) students in grade 6 "often" or "sometimes" feels physically threatened at school. This number declines to one in ten (10%) in grade 10.

- Writing on assigned topics appears to decline in frequency from grade 6 to grade 8. About 20% of sixth graders report they "rarely" or "never" write. By grade 8 the percentage is 28%.

APPENDIX C:

Tennessee Schools Mean Cumulative Percent of National Norm Gain (1994)



APPENDIX D:

Tennessee Schools Attaining 100% Cumulative National Norm Gains (1994)

Math

Reading

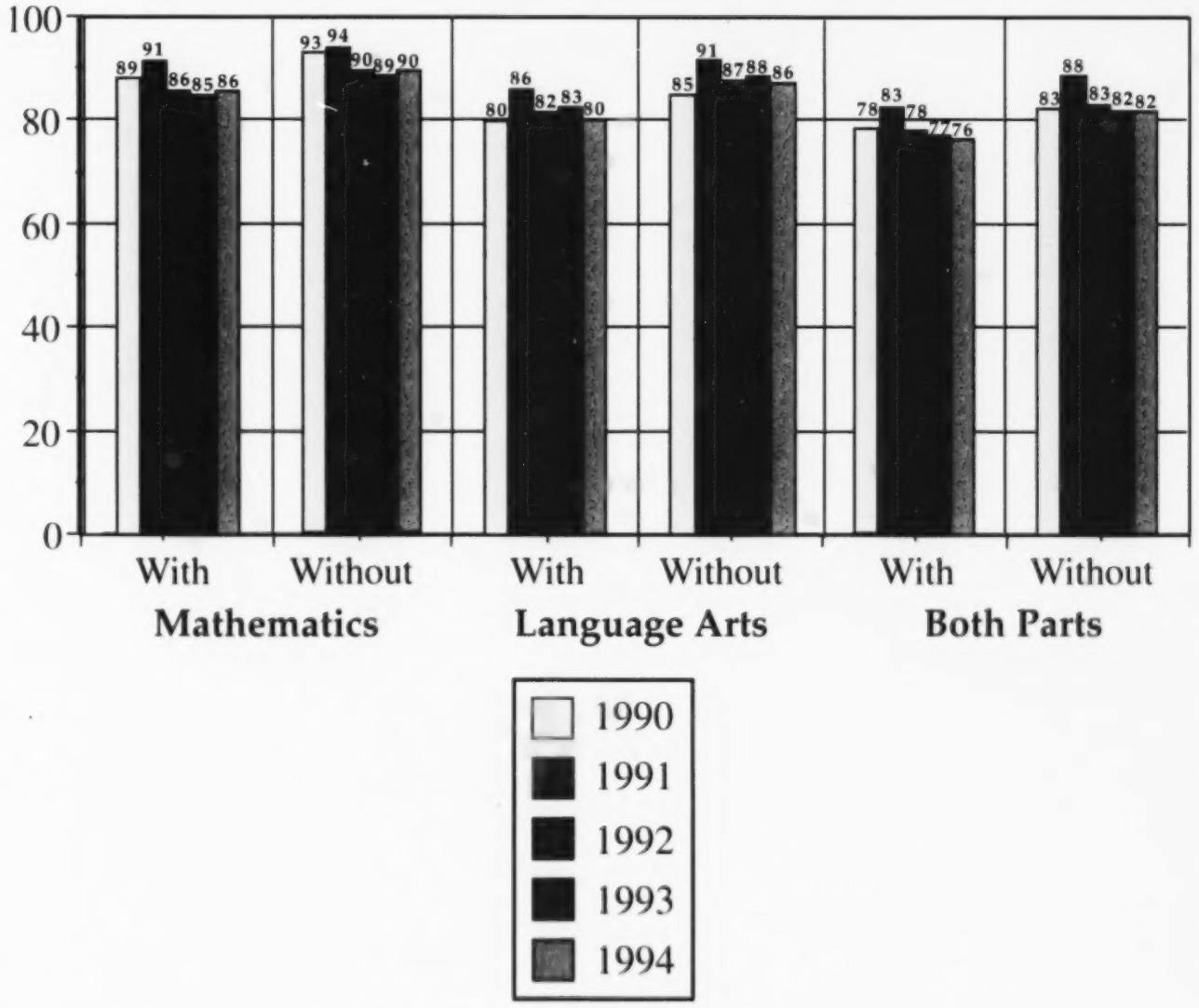
Language

Scocial Studies

Science

APPENDIX E:

TCAP Proficiency Test: Ninth Grade Scores (1990 - 1994)*



* Excludes grade repeaters; with and without special education students.

APPENDIX F:

Waivers and Permits By Area (1987, 1990-1994)

	1986-1987		1989-1990		1990-1991		1991-1992		1992-1993		1993-1994	
	Waivers	Permits	Waivers	Permits	Waivers	Permits	Waivers	Permits	Waivers	Permits	Waivers	Permits
SPECIAL EDUCATION												
Resource	93	9	90	7	58	5	51	1	47	2	42	1
CDC	19	4	14	2	14	1	14	2	16	2	5	1
SE	84	13	87	10	99	6	93	12	142	14	179	12
Speech/Language Teacher	2	2	6	2	10	5	17	1	12	1	16	3
School Psychologist	0	2	0	0	0	0	0	0	0	0	1	0
Homebound	2	0	4	0	2	0	1	0	2	0	2	0
Consulting Teacher	0	0	0	0	0	0	0	0	0	0	0	0
Gifted	9	0	3	0	8	1	3	0	5	0	7	0
Teacher of Visually Limited	9	0	5	0	4	0	2	0	2	0	2	0
Psychiatric Teacher-Counselor	0	0	0	0	0	0	0	0	0	0	0	0
Deaf/Hard of Hearing Teacher	1	0	2	1	4	1	1	2	2	2	0	0
TOTAL	219	30	211	22	199	19	182	18	228	21	254	17
PERCENT	46.7%	18.6%	42.9%	20.0%	40.8%	19.4%	44.1%	15.8%	41.6%	13.0%	41.3%	10.2%
GENERAL EDUCATION												
Kindergarten	29	5	26	4	15	2	24	4	21	4	26	2
Elementary Grades	22	17	30	14	17	16	19	14	29	35	38	23
Art	8	1	5	0	8	0	1	1	7	5	6	4
English	13	6	20	8	17	0	12	5	17	4	10	8
Foreign Language	16	19	12	14	17	5	11	11	10	11	9	17
Health and P. E.	26	4	14	2	14	2	5	6	17	5	23	10
Librarian	31	3	29	0	25	1	26	1	36	3	28	2
Math	16	16	22	3	17	3	12	7	3	6	17	10
Science	15	8	17	4	16	2	8	4	13	8	14	6
Social Studies	13	2	20	2	30	2	20	1	21	1	26	5
Music	13	4	6	5	10	4	4	13	11	17	14	20
Adult Education	0	2	0	0	0	0	0	0	0	1	1	0
Computer	0	0	3	1	3	1	2	1	12	1	2	0
ESL (Native Language)	1	9	5	4	4	4	5	1	5	0	7	0
Guidance Counselor	7	1	6	1	14	0	14	0	43	2	59	7
Chapter 1 Reading	1	2	4	1	6	0	5	0	10	0	3	0
Chapter 1 Math	0	0	1	0	0	0	0	0	0	0	1	0
Other	0	1	1	1	0	0	0	0	0	0	0	0
TOTAL	211	100	221	64	213	42	168	69	255	103	284	114
PERCENT	45.0%	62.1%	44.9%	58.2%	43.6%	42.9%	40.7%	60.5%	46.5%	64.0%	46.2%	68.3%
VOCATIONAL EDUCATIONAL												
Agriculture	0	3	2	2	1	2	0	2	0	3	2	1
Marketing Education	8	3	5	1	4	2	3	1	5	0	4	1
Home Economics	1	1	5	1	21	1	10	3	14	1	13	2
Industrial Arts	3	4	1	1	3	1	0	2	2	1	10	9
Health Occupation	0	2	0	0	1	3	0	1	0	6	2	2
Business/Office	12	3	19	1	15	2	28	3	22	4	25	4
Trade and Industrial	5	12	6	13	6	15	4	13	3	13	4	8
VIP/VAP	2	2	2	0	8	0	4	0	2	1	2	0
Job Training or Co-op	0	0	4	0	1	8	3	0	2	0	3	0
TOTAL	31	30	44	19	60	26	52	25	50	29	65	27
PERCENT	6.6%	18.6%	8.9%	17.3%	12.3%	26.5%	12.6%	21.9%	9.1%	18.0%	10.6%	16.2%
OTHER												
Principal	5	0	7	0	8	0	11	0	7	0	6	0
Supervisor	3	0	1	0	2	0	0	0	0	0	0	0
School Social Worker	0	1	0	0	2	0	0	1	2	3	1	6
Other	0	0	8	5	4	11	0	1	6	5	5	3
TOTAL	8	1	16	5	16	11	11	2	15	8	12	9
PERCENT	1.7%	0.6%	3.3%	4.5%	3.3%	11.2%	2.7%	1.8%	2.7%	5.0%	2.0%	5.4%
GRAND TOTALS	469	161	492	110	488	98	413	114	548	161	615	167

Members of the State Board of Education:

Judy Beasley
Minnie Bommer
Robert Byrd
Charles Frazier
Burrell Harris
John R. Morgan
Musette Morgan
Richard E. Ray (chair)
Fielding Rolston
Boyd Richards (student member)
Bryant Millsaps (ex officio)
C. Brent Poulton (executive director)

Commissioner of Education:

Jane Walters

Tennessee Department of Education. Authorization No. 331808, 900 copies, April 1995. this public document was promulgated at a cost of $2.63 per copy.